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ABSTRACT

The Target 2000 legislation enacted by the South Carolina General Assembly in 1989 mandates halving the state's dropout rate by the year 2000. The statute requires that the State Board of Education, assisted by a select committee, devise and pilot-test dropout prevention programs during school years 1989-90, 1990-91, and 1991-92. In September 1989, the select committee and the State Board of Education approved administrative guidelines for a competitive grant program to implement this statute, and funding authorizations followed in 1990. This publication describes each project and provides names and telephone numbers of contact persons. Also included is a matrix showing the intervention and prevention strategies used by each project. Projects range from computer-assisted learning programs to school-within-school and parental involvement initiatives. Projects are grouped according to district, secondary, middle, or elementary school emphasis. (MLH)

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ED329015

TARGET 2000 DROPOUT PREVENTION AND RETRIEVAL PROJECTS

Program Descriptions

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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Dropout Prevention and Retrieval Section
Office of Leadership and School Improvement
South Carolina Department of Education

January, 1991

EA 022 752

FOREWORD

The Target 2000 legislation, enacted by the General Assembly in 1989, mandates reducing the state's dropout rate by half by the year 2000. Section 59-65-420 of the statute requires that "The State Board of Education acting in consultation with and assistance from the Select Committee, shall cause programs designed to reduce and recover dropouts to be developed and pilot-tested in school years 1989-90, 1990-91, and 1991-92." In September 1989, the Select Committee and the State Board of Education approved administrative guidelines for a competitive grant program to implement this statute.

On January 10, 1990, the State Board of Education approved the funding of twenty-seven three-year projects to begin during the 1989-90 school year, and on July 11, 1990 approved funding for five additional projects for the 1990-91 school year.

This publication gives a brief description of each project, including the name and telephone number of the contact person. Also included is a matrix showing the intervention/prevention strategies utilized by each project. The reader is encouraged to contact the projects directly that are employing strategies that would be applicable in local dropout prevention plans or to learn more about any area of interest.

Additional information can be obtained by contacting the South Carolina Department of Education's Dropout Prevention and Retrieval Section at 734-8458.

DISTRICT PROJECTS

ANDERSON SCHOOL DISTRICT 5

Project KARE (Keeping the At-Risk Enrolled)

The purpose of this project is to provide the opportunity for students who have been retained to accelerate in order to join age peers. The project is in operation at three middle schools and one high school and serves students in grades six through twelve. Thirty students are served at each site. Middle school students, homogeneously grouped for language arts and math, are served by two specially trained teachers who provide an alternative competency-based program plus counseling. High school students spend four periods per day in performance-based alternatives to English, math, science, and social studies.

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GEORGETOWN COUNTY SCHOOLS

Project IMPACT

This project is drawn from successful components of various model dropout programs from around the country. Five middle schools, four high schools and one alternative school serve 300 students. At-risk students are "adopted" by teachers, and there is extensive contact with parents. An interagency council assists in getting necessary community/agency services to students. Students at the alternative school site receive basic skills diagnosis and remediation which follows an individual competency-based educational plan. They also receive in-depth academic instruction and vocational orientation and training. A summer program features academic enrichment, cultural awareness, positive role models, vocational orientation, and employment.

Judy Ingle, Project Director
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GREENWOOD SCHOOL DISTRICT 50

Dropout Prevention and Retrieval through case management is intended to provide at-risk students, pre-K through twelfth grade, in Greenwood School District 50 with a continuum of concentrated support from school-based personnel and community agencies. The focus of the project is to provide high risk students prevention, identification, and intervention services from the schools, existing social agencies, private facilities and volunteers through referrals and case coordination. The long-range implications of the proposal are the implementation of successful practices involving inter-agency cooperation within a public school system in order to provide direct services to students who are classified as high risk.

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Greenwood, South Carolina 26949
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NEWBERRY COUNTY SCHOOLS

Project Newberry Tomorrow

This pre-K through twelve comprehensive dropout prevention program is based on Maryland's Tomorrow and other successful at-risk programs. After identifying and revising board regulations and policies which impede dropout prevention, the district is restructuring junior high schools as recommended by the Carnegie Report. The ninth grade is being reorganized to include a school-within-a-school concept, and there is computer-assisted learning at the junior high and secondary levels. A full-day kindergarten is operated for those students identified during pre-kindergarten as at risk. An alternative high school features individualized, competency-based instruction with linkages to business and industry. An interagency council coordinates the provision of services to reduce conditions which put students at risk.

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OCONEE COUNTY SCHOOL DISTRICT

This district-wide project features "Reading Recovery" at the first grade, a mentoring program for students in grades six through eight, and an alternative high school. The alternative high school is patterned after a National Diffusion Network project approved by the Joint Dissemination Review Panel as a comprehensive dropout prevention/retrieval program for secondary students. It includes five components: academic, counseling, pre-employment, physical education, and life coping skills.

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RICHLAND SCHOOL DISTRICT 2

A comprehensive, multi-dimensional approach, this project serves students in all grades, kindergarten through twelve, with prevention and treatment strategies. Intervention assistance teams provide services and advocacy for at-risk students and assist their teachers and parents. These teams coordinate services to meet academic, social, emotional, and physical needs of the students. A multi-faceted parenting program includes home visits, parenting skills, and the opportunity for parents to participate in computer-assisted basic skill and GED preparation programs. At the secondary level, the project features a school-within-a-school program that offers students self-paced instruction via a WICAT computer lab. Emphasis is on remediation and counseling.

Sandra E. Hennies, Project Director
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Columbia, South Carolina 29206
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SECONDARY SCHOOL PROJECTS

ANDERSON SCHOOL DISTRICTS 1 AND 2

Williamston Career Center

Project HOPE

A program for tenth graders, Project HOPE evaluates program participants for vocational abilities and provides remedial instruction in math and reading. Life skills counseling is provided by specially trained counselors. A computer lab is available to assist students needing remediation. This project also attempts to retrieve students who have dropped out in the past two years through a community awareness campaign.

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CHESTERFIELD COUNTY SCHOOLS

Chesterfield High School

Project TOPS (Training for Occupational and Personal Success)

For students in grades eight through twelve, this project identifies at-risk youth through analyses of attendance data, academic records, test scores, discipline records, and parent/teacher referrals. In addition to an in-school suspension program and Saturday make-up classes, the project includes after-school tutorial classes, comprehensive counseling services via intensive group counseling and a semester course where students study decision-making, study skills, career exploration, interpersonal skills, and communication. A public awareness campaign educates the community on the dropout problem.

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DEPARTMENT OF YOUTH SERVICES

Birchwood High School

This computer-assisted learning program for reading and math assists DYS in addressing the vast array of educational needs of the students assigned to Birchwood. The project expanded the WICAT computer-assisted learning laboratory by sixteen work stations and employed a teacher and an associate to staff the WICAT lab. Individual educational plans are developed for each student.

Bill Billingsly, Project Director
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GREENVILLE COUNTY SCHOOLS

Mauldin High School

Project MAP (Mauldin Accelerated Program)

MAP is a voluntary program for at-risk students and their parents. Prior to a student's enrollment, the parent must sign a contract agreeing to comply with the program and its structure. Parental participation is mandatory. MAP features bi-weekly individual and peer group counseling sessions, peer tutors, and mentors. Parents receive training in the "Active Parenting Program." A computer lab provides an opportunity for academic acceleration and enrichment. There is also a six-week summer component which can enable students to advance academically.

Nancy Smith, Project Director
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LEXINGTON SCHOOL DISTRICT 1

Lexington Vocational Center

This project is designed to serve an educationally disadvantaged population of students who may not be succeeding in traditional school programs, who may drop out, or who lack employment skills, through restructuring academic classes using vocational examples in core subjects. Instruction is individualized in small class settings with the goal of decreasing the dropout rate of the target population. The project also addresses the vocational training needs of such students in skilled and semi-skilled positions with local industries. This component will partially satisfy the needs of employers for employees in the selected fields of training.

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LEXINGTON SCHOOL DISTRICT 5

Irmo High School

Participants in this project are at-risk students who are "adopted" by faculty who monitor achievement, establish personal relationships, and make sure these students receive school information. A computer lab facilitates before and after school tutoring, and the school library is open during evening hours. Community agency representatives present the "Teens Need to Know" series of topics and there is a series of critical issues forums for parents. Another project feature is an alternative to study hall which allows time for peer tutoring, reading to elementary school students, working on special projects, helping special education students, attending special seminars, etc. There is also an expanded summer program and a series of staff development activities for teachers.

Dr. Karen Cooper-Haber, Project Director
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ORANGEBURG SCHOOL DISTRICT 5

Orangeburg-Wilkinson High School

This project is for students in grades nine through eleven who have low standardized test scores, who have problems with attendance and/or discipline, and who have low self concepts. Using a multifaceted approach involving knowledge of the laws which regulate conduct, development of a positive self-concept, and counseling, teachers assist students in skill development and work closely with parents. Students are provided field trips, seminars, counseling, and a campus club. Teachers and staff participate in inservice programs.

Janet Gilchrist, Project Director
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Orangeburg, South Carolina 29115
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RICHLAND SCHOOL DISTRICT 1

W.J. Keenan High School

Project GOAL (Guided Opportunities for Advancement in Life)

This case management approach is administered by case managers who customize the curriculum for each student using a combination of classes and the school computer lab. The managers also provide mentors from the business community, assist in job placement, help students develop career goals, and make home visits to involve parents in solving school-related problems which impede student progress. The case managers also assist students and their families with community services and provide transportation for students and parents to meet appointments and participate in school activities. A teacher advisor committee assists in designing skills packages to be used in addition to individual educational plans.

Denise Collier, Project Director
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Columbia, South Carolina 29204
Telephone: 736-7238

SUMTER SCHOOL DISTRICT 17

Sumter High School

Project ACES (Avenues to Career and Educational Success)

This guidance-oriented project serves students in grades nine through twelve who need an alternative program in order to succeed in school. Emphasis is placed on the acceptance of the personal needs and interests of the students and on the development of positive self-concepts. Activities offered include: individual learning labs, vocational education, individual student plans, weekly guidance and counseling, parent workshops, and the formation of an at-risk task force. Additionally, there is a specially designed program for reading, math and social studies instruction. Volunteers from USC-Sumter provide academic tutoring, recreational activities, field trips, guidance discussions, and work with parents individually and in workshops.

Dr. Fred Cutchins, Project Director
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Sumter, South Carolina 29151-1180
Telephone: 469-8536

MIDDLE SCHOOL PROJECTS

ANDERSON SCHOOL DISTRICT 5

Southwood Middle School

Project PASS (Parent and Student Success)

Project PASS, for students in grades six through eight, encompasses personal development, career exploration, and an incentive program. The personal development facet includes self-awareness inventories, group guidance sessions, and a personal growth camp. For career exploration, students participate in on-site visits to work places, take career interest inventories, hear talks from resource personnel, and have tutor/mentors from the business sector. Incentives for improved student behavior include student of the month awards, raise-a-grade awards, increased attendance awards, and personal development awards. There is also a component for parents and a parent advisory council.

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CHARLESTON COUNTY SCHOOLS

Moultrie Middle School

Project MS/5 (Middle School Five)

MS/5 accelerates learning of overage, at-risk fourth graders and retained fifth graders by combining the fifth and sixth grade curriculum into one year. Students successfully completing MS/5 move to the seventh grade. The program serves students from five elementary schools. Parents of students are provided with materials and attend programs to encourage their assisting with children's higher order thinking skills.

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FLORENCE SCHOOL DISTRICT 2

Hannah-Pamplico Middle School

This dropout prevention program features computer-assisted instruction in language arts, math, and science. Higher order thinking skills are included, and a counseling program is available for students and parents. Parents are given access to the computer lab as a means to improve their basic skills and earn the GED through using the computerized curriculum. The local Lions Club members serve as mentors to the students. There is interagency coordination of services to students and their families, and a summer component is funded by, the Job Training Partnership Act (JTPA).

Beverly Emanuel, Project Director
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Pamplico, South Carolina 29583
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FLORENCE SCHOOL DISTRICT 5

Johnsonville Middle School

Project CARE (Comprehensive At-Risk Education)

A program for students in grades five through eight, CARE participants are placed in intensive reading, writing, and math classes for two hours daily. Instructional materials are vocationally oriented, and work/study mini-courses are arranged with local businesses. Instruction is also given in home-living skills and life-coping skills. Teachers receive staff development.

Kenneth Watson, Project Director
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HORRY COUNTY SCHOOLS

North Myrtle Beach Middle School

The purpose of this proposal is to implement an interdisciplinary, cooperative, hands-on approach to learning for sixth, seventh, and eighth grade at-risk students. A school-within-a-school concept centers around three basic components: academics; Project Adventure, which has received the Presidential Pacesetter Award for innovation in education and is a National Diffusion Network Program; and Adventure-based Counseling, which has received Massachusetts state validation and is in the process of applying for national validation. This restructuring of existing educational policies and practices will give way to a school fundamentally changed in its approach to teaching young at-risk adolescents.

Ed Andersen, Project Director
655 Highway 90
Little River, South Carolina 29566
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LEXINGTON SCHOOL DISTRICT 4

Monroe Pinckney Middle School

Project MAX (Monroe Pinckney Maximum Growth)

This project for at-risk seventh and eighth graders utilizes a self-contained classroom with twelve computer work stations. Students receive individualized, competency-based instruction via the Computer Systems Research (CSR) software. Students receive individual and group counseling, and a high attendance rate is maintained through telephone calls and home visits. A steering committee meets monthly to monitor the progress of all project components.

Robert Heath, Project Director
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McCORMICK COUNTY SCHOOLS

McCormick Middle School

This program has been specifically designed as a school-within-a-school intervention program to serve identified at-risk middle school students. It is an attempt to keep them in school on or near grade level, to provide opportunities for academic success, to foster higher self-esteem, to involve their families in their education and to offer counseling and guidance services as needed by each student. Basic remediation is accomplished by using a networked computer lab. Staff development in communication skills conducted to promote better understanding between teachers and students. Contact is maintained with the families of the targeted students through weekly progress reports and a homework guide with activities designed to foster parental support and assistance in working with the students.

Fletcher Pierce, Project Director
801 Carolina Street
McCormick, South Carolina 29835
Telephone: 465-2243

ORANGEBURG SCHOOL DISTRICT 5

Broodkale Middle School

As a means to provide alternatives to suspension from school, this project includes among its components: discipline, counseling, home/school coordination, individual instruction, and coordination and collaboration between the school and community agencies. Students are served in "regular" classes by teachers who participate in special inservice programs.

Eric Hubbard, Project Director
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Orangeburg, South Carolina 29115
Telephone: 534-9652

SUMTER SCHOOL DISTRICT 17

Alice Drive Middle School

Project ECP (Extension Center Program)

This project seeks to reduce the incidence of risk through services to students which include weekly group and individual guidance sessions, personal role models, low pupil-teacher ratios, career planning, drug awareness, and remedial instruction. A computer-assisted instructional program in math and language arts provides students with remediation. Workshops for parents of program participants are conducted by the project director and the school district social worker. Teachers are given in-depth inservice in computer-assisted instruction and in working with at-risk students.

Dr. Fred L. Cutchins, Project Director
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Sumter, South Carolina 29115
Telephone: 469-8536

ELEMENTARY SCHOOL PROJECTS

ANDERSON SCHOOL DISTRICT 5

South Fant Elementary School

This project focuses on early intervention for students who are not experiencing success at school. "Reading Recovery" is used to ensure reading success for first grade students, thereby reducing the need for retention. Basic skills are reinforced through a computer lab, and an extended-day program provides after-school tutorial sessions, homework assistance and recreational activities. A case manager monitors student progress and provides academic and emotional/personal support. The case manager also visits homes to discuss school progress with parents. The program operates year round.

Gary Bruhjell, Project Director
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Anderson, South Carolina 29622
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BEAUFORT COUNTY SCHOOLS

Shell Point Elementary School

Project CARE (Children At-Risk Education Program)

Project CARE is a comprehensive program that involves the school, parents, and the community. A case manager works with students and parents, visiting homes, facilitating the training of parents as tutors, and coordinating transportation for parents to visit the school. One hundred citizens serve as mentors, and a coordinator works with church and civic groups. The academic component features a continuous progress program and a summer enrichment program. Teachers ride buses and present the "Learn As We Ride" program. The project will develop three booklets to carry out the project theme that everyone should be involved in the school's mission.

Ervena Faulkner, Project Director
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CHARLESTON COUNTY SCHOOLS

Pepperhill Elementary School

This demonstration project features a structured kindergarten with appropriate academic readiness in music and reading. Students in grades one through three are regrouped each day for special reading instruction. There are two special interventions for parents: community forums to help parents learn to help their children at home, especially in reading, and training in STEP (Systematic Training for Effective Parenting) an Adlerian program to teach parents effective ways to parent by basing interactions on respect and dignity. All teachers are trained in the STET (Systematic Training for Effective Teaching) an Adlerian approach to classroom management. Students in grades four and five apply cooperative learning strategies as a basis for instruction.

Judy Waldo, Project Director
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DARLINGTON COUNTY SCHOOLS

West Hartsville Elementary School

The basic component of this project is "Reading Recovery," a program for early reading intervention which supplements, but does not substitute, for conventional classroom teaching. The "plus" is a counseling component designed to give students a boost in self-esteem and provide positive ways to adjust to school.

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Easley, South Carolina 29640
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LEXINGTON SCHOOL DISTRICT 1

Oak Grove Elementary School

This project is a full-day kindergarten for students identified by their teachers as developmentally delayed or who exhibit other risk factors. Students participate in a "whole language" approach program which moves them through a full range of oral, receptive and written language. Activities include picture/word associations, alphabet introduction, language stimulation, and story enrichment. Field trips broaden students' cultural awareness.

Deborah B. Wright, Project Director
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Lexington, South Carolina 29072
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MARION SCHOOL DISTRICT 1

Easterling Elementary School

Easterling's project for enhancing the educational opportunities and success of students at risk of becoming school dropouts consists of three components: (1) parent education, (2) student intervention activities, and (3) staff development. While efforts are coordinated between the components, each has a special focus. The parent education component includes home visits, training sessions, regular monthly meetings held in community centers and churches, as well as monthly visits by parents to their child's classroom. Student intervention activities consists of an adopt-a-student plan, awards for attendance, and a summer school enrichment program. Staff development is provided to all teachers and focuses on strategies for working with at-risk students.

Pam Brogdon, Project Director
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Marion, South Carolina 29571
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PICKENS COUNTY SCHOOLS

Dacusville Elementary School

Project STARS (Successfully Teaching At-Risk Students)

Project STARS addresses the entire student population(K-6) and has as its components; staff development, parent training, early identification of at-risk students, a summer enrichment program, special instructional programs in language arts and math, and networking with community service agencies. The parent involvement component features a year-round program for involving the parents with their child's education. Parents are provided materials and instructions for helping their children at home and are provided with workshops and training to strengthen their parenting skills. Weekly suppers are held during the summer (baby-sitters are provided) to emphasize that education is a year-round process.

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WILLIAMSBURG COUNTY SCHOOL DISTRICT

Kingstree Elementary School

Project CARES (Children At-Risk in Education and Society)

This school-within-a-school led by master teachers is for students in grades five and six. The focus is on small group instruction in a large, open setting where areas are set aside for computer-assisted instruction, independent reading, and drama. Adjoining the classroom is an area for woodworking, science experiments, and life skills such as sewing and cooking. Instructional units are overarching themes which interrelate language arts with math, science, and social studies. Concepts move from the general to the specific. A summer enrichment component emphasizes computer-assisted math and reading and field trips.

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MATRIX

DISTRICT PROJECTS

	OCONEE			ANDERSON FIVE			RICHLAND TWO			NEWBERRY			GEORGETOWN			GREENWOOD FIFTY		
	ELEM	MID	SEC	ELEM	MID	SEC	ELEM	MID	SEC	ELEM	MID	SEC	ELEM	MID	SEC	ELEM	MID	SEC
Networking with Community Service Agencies										X	X	X		X	X	X	X	X
Home Visits							X	X	X	X				X	X			
Reading Recovery (Grade 1)	X																	
Extended Day										X								
Summer School														X	X			
Computer Lab Remediation			X		X	X		X	X		X	X			X			
School Restructuring											X							
Staff Development							X	X	X					X	X			
Parent Training										X	X	X		X	X	X	X	X
Guidance/Counseling			X		X		X	X	X							X	X	X
Case Management																X	X	X
Use of Mentors		X															X	X
School Within A School								X				X						
Vocational Emphasis			X			X			X			X			X			X
Tutoring																	X	
Acceleration Through Remediation					X	X			X			X						
Low Pupil Teacher Ratio																		
Retrieval Emphasis																		
In School Suspension																		
Alternative School												X			X		X	X

SECONDARY SCHOOLS

	Sumter High	Williamston Career Center	Orangeburg-Wilkinson HS	Mauldin High	Irmo High	Chesterfield High	Birchwood High	Keenan High	Lexington Voc Center
Networking with Community Service Agencies								X	
Home Visits								X	
Reading Recovery (Grade 1)									
Extended Day									
Summer School				X	X				
Computer Lab Remediation	X	X		X	X		X	X	X
School Restructuring									
Staff Development			X		X	X		X	
Parent Training	X		X	X		X		X	X
Guidance/Counseling	X	X	X	X		X			
Case Management								X	
Use of Mentors	X			X	X	X		X	X
School Within A School									
Vocational Emphasis		X		X				X	X
Tutoring				X	X	X		X	
Acceleration Through Remediation	X	X		X					
Low Pupil Teacher Ratio	X								
Retrieval Emphasis		X							
In School Suspension						X			

MIDDLE SCHOOLS

	Brookdale Middle	Alice Drive Middle	Johnsonville Middle	Southwood Middle	Hannah Pamplico Middle	Moultrie Middle	Monroe Parkway Middle	N. Myrtle Bch Middle	McCormick Middle
Networking with Community Service Agencies	X				X				
Home Visits	X						X		
Reading Recovery (Grade 1)									
Extended Day									
Summer School									
Computer Lab Remediation	X	X			X	X	X	X	
School Restructuring									
Staff Development	X		X			X			
Parent Training		X		X		X		X	
Guidance/Counseling		X			X		X		
Case Management									
Use of Mentors		X			X			X	
School Within A School								X	
Vocational Emphasis			X	X					
Tutoring				X					
Acceleration Through Remediation						X			
Low Pupil-Teacher Ratio									
Retrieval Emphasis									
In-School Suspension	X								

ELEMENTARY SCHOOLS

	South Fant Elementary	Oak Grove Elementary	Kingstree Elementary	Shellpoint Elementary	Pepperhill Elementary	West Hartsville Elementary	Dacusville Elementary	Easterling Elementary
Networking with Community Service Agencies	X			X			X	X
Home Visits	X			X				
Reading Recovery (Grade 1)	X					X		
Extended Day	X	X						
Summer School	X		X	X			X	X
Computer Lab Remediation	X		X					X
School Restructuring	X		X	X	X			
Staff Development					X		X	
Parent Training				X	X		X	X
Guidance/Counseling						X		
Case Management	X			X				
Use of Mentors				X				X
School Within A School			X					
Vocational Emphasis								
Tutoring								
Acceleration Through Remediation								
Low Pupil-Teacher Ratio								
Retrieval Emphasis								
In-School Suspension								